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ABSTRACT

This report discusses deep curriculum alignment and is designed to serve as a practical guide to an educational strategy that embraces the philosophy of "what is tested is what is taught." Chapter 1 describes misconceptions and misuses of rhetoric about public education, popular myths about tests, and the nature of curriculum alignment. Chapter 2 describes the dynamics of the educational playing field embodied in the tensions between curriculum alignment and high-stakes testing. Chapter 3 considers practical ways of starting and developing the alignment process. Chapter 4 reviews three case studies of curriculum alignment; describes pedagogical parallelism which creates an alternative but parallel environment where students not only learn what is on a test but learn more; and lays out a practical step-by-step guide to implementing this environment. Chapter 5 discusses the problems involved with the current form of high-stakes accountability tests, positive trends in state assessment programs, the need for reasserting the primacy of curriculum in the testing debate, and problems involved with teaching social justice. It also considers the question whether colleges of education are contributors of solutions or problems to educational and institutional inflexibility. Chapters conclude with a list of key concepts, practical application guides, and lists of references. (RT)

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